

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Ruth Ann Palmer

Official School Name: Savannah Christian Preparatory School

School Mailing Address: 1599 Chatham Parkway
Savannah, GA 31402-2848

County: Chatham State School Code Number:

Telephone: (912) 234-1653 E-mail: rapalmer@savcps.com

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Headmaster Roger Yancey Superintendent e-mail: RLYancey@savcps.com

District Name: District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Bill Daniel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	40	29	69		6	0	0	0
K	34	36	70		7	0	0	0
1	38	37	75		8	0	0	0
2	44	37	81		9	0	0	0
3	41	44	85		10	0	0	0
4	38	29	67		11	0	0	0
5	49	44	93		12	0	0	0
Total in Applying School:								540

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
4 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
87 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	584
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 7
 Specify languages:

Hindi, Spanish, Chinese, Vietnamese, Tagalog, Bulgarian and Igbo

9. Percent of students eligible for free/reduced-priced meals: 2%
 Total number of students who qualify: 10

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Though the Lower School does not use the free and reduced meals form, it does provide financial aid for those who qualify. The Victoria Jenkins Scholarship is based on need as determined by number in a family and income, as reported on the IRS Form 1040. Of the 10 students who qualified for financial aid (1.9%), five were from single-parent homes.

10. Percent of students receiving special education services: 5%
 Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>54</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>3</u>	<u>23</u>
Total number	<u>50</u>	<u>26</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	96%	95%	93%	94%	92%
Teacher turnover rate	13%	15%	10%	10%	22%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Attendance:

In 2007-2008, there was a faculty attendance rate of 93%. Five teachers exceeded 11 days of attendance, three due to new babies or a sick child. Two others had extended illnesses.

In 2006-2007, the attendance rate was 94%. One teacher missed 24 days due to a new baby. Eight others missed 10 to 12 days due to family or personal illness.

In 2005-2006, the attendance rate was 92%. One teacher lost 35 days due to paralysis and another was out 31 days for the birth of a child. Six others had recurrent absences due to family or personal illness.

Turnover Rate:

In 2009-2010, we had a 12% turnover (5 out of 41 teachers) due to the economy and family needs. Two teachers had to move from the area and one moved from a part-time to full-time position within the school. Another had a baby and the other retired after 35 years with the school.

In 2008-2009, there was a 15% turnover (6 of 41), three of which were moves from the area. The other three were due to illness, a baby and a transfer to another school.

In 2005-2006, there was a 22% turnover (9 of 41). Causes include retirement (2), new babies (2), transfers to other schools (2), a move and other needs.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Founded in 1951, Savannah Christian Preparatory School (SCPS) is a SACS-CASI accredited, independent, non-denominational, college preparatory Christian school, serving 1556 students in Savannah, Georgia. SCPS is the third largest Christian school and the fifth largest independent school in the state of Georgia. It serves students from nine counties within a 50-mile radius of historic Savannah. Guided by the mission statement “to develop the whole person to the glory of God,” committed professionals partner with families, churches, and the local community to educate future generations through Christ-centered training, application, and example.

The Lower School is comprised of 540 prekindergarten through fifth grade students on two distinct campuses. The DeRenne Avenue campus, conveniently located near Savannah's many island communities, accommodates one class per grade level. The Chatham Parkway campus encompasses 254 beautiful acres that include a National Wildlife Federation certified schoolyard wildlife habitat (E.D.E.N.), and a Georgia historical marker noting the site as a Civil War battlefield during Sherman's Siege of Savannah in 1864, both of which provide opportunity for a myriad of art, history, and science related activities. Nearby Savannah (4.4 miles), founded in 1733 as the first planned city in the United States, offers dozens of historic landmarks and educationally-rich, child-appropriate tours. Tybee Island, the University of Georgia Marine Science Center, and Oatland Island offer SCPS students education about salt-water habitats through hands-on activities. The annual observance of “Georgia Day” is made possible by nearly 100 volunteers who implement curricular activities devoted to Georgia history and culture.

SCPS serves single-parent and blue-collar families as well as business and professional parents. The school provides both a Learning Differences class for children with special needs, and an honors-level curriculum for academically gifted students. The ethnic composition of the student body is predominantly white with 13% representing other racial backgrounds. An atmosphere of mutual respect is both a goal and a reality.

The Lower School faculty has a high level of professional expertise and an exemplary depth of commitment to young people. All 41 educators hold state certification or meet state requirements for achieving it. Fifty-one percent of the professional staff hold masters' or specialists' degrees or doctorates. They bring to the student body a total of 632 years of teaching experience and an average of eight years with SCPS. Administrators and experienced teachers work as a team to ensure that the curriculum meets or exceeds state standards. Teachers use a plethora of instructional methodologies to engage learners through hands-on experiences, cooperative learning and multidisciplinary lessons in core subjects. Specialists enrich the lives of children by providing instruction in Spanish, Latin, Art, Music, Bible, Computer, Physical Education, Guidance and Media Center skills. Student leadership is fostered by membership in the National Elementary Honor Society, service on the broadcast team of the “Raider Morning News” show and participation in the Safety Patrol or Student Outreach Teams. On-campus after school opportunities to learn and grow include the Cub Scouts, Brownies, ballet, gymnastics, cheerleading, volleyball, basketball and French. A high level of academic performance is evident with 70% of the eligible student body achieving Honors each quarter.

Aiming for a transformational education, SCPS recognizes the need for students to have developmentally appropriate opportunities to use what they have learned to enrich the local and global communities. At weekly chapel programs, where exceptional character is awarded, pastors and missionaries are given the freedom to bring the needs of the world into the hearts of SCPS students. In response, Lower School students have collected water and emergency supplies for victims of earthquakes and hurricanes, clothing and food for the local homeless, hundreds of Operation Christmas Child shoeboxes, pet food for nearby animal shelters and canned goods for soup kitchens. In addition to raising monetary donations for

leukemia, diabetes, and cancer research, SCPS has led the state in the Jump Rope for Heart program for the past 12 years, raising about \$30,000 annually.

Reaching out to the community, Lower School youngsters have sung to the elderly in nearby nursing homes, tutored peers in academic need, decorated public Christmas trees, provided Christmas gifts for underprivileged families and invested their personal resources in on-sight beautification projects. With a strong military family presence at SCPS, due to the nearby location of Hunter Army Airfield and Fort Stewart, SCPS students demonstrate patriotism and appreciation for U.S. military by corresponding with deployed soldiers, creating assemblies that honor veterans, daily pledging to the American flag and inviting family members to join them in the National Day of Prayer event.

SCPS unites diverse cultures, nationalities and church affiliations under the umbrella of a multidimensional educational experience. Superb, dedicated professionals partner with families to create a caring environment committed to success of each child.

1. Assessment Results:

The Stanford Achievement Test has been administered to the students of Grades 1-5 in the Lower School of Savannah Christian Preparatory School for more than 20 years. The 10th Edition of the SAT has been used since 2005.

The 2009-2010 SAT scores show that high academic performance prevailed across the entire student body. All grade levels scored in the top 15% of the nation in both Reading and Mathematics. In fact, all grades met the criteria for scoring in the top 10% of the nation in Math. It is also notable that four of five grade levels scored in the top 10% of the nation in Reading, with the fifth grade missing the 10% cut off by just one percentile point.

An analysis of the Reading and Mathematics data for the past five years reveal several patterns.

- Math scores were higher than Reading scores at every grade level for the past three years.
- Math scores were somewhat higher than Reading scores during the last five years in Grades 1, 2 and 3.
- Math scores were higher than Reading scores for 80% of the data reported since 2006.

The higher scores are attributable to the adoption of a new Math series that stresses the use of hands-on materials to promote understanding and problem solving strategies.

- Children in Grades 4 and 5 scored slightly higher than those in other grade levels during the past five years.
- All tests were given in late spring, giving children an optimum time period to develop skills.
- 2008-2009 was the lowest scoring year at nearly all grade levels in both Reading and Math.

This was attributable to the use of the 2007 norms for reporting achievement, rather than the 2002 norms that were consistently used for the other years.

Exclusions

In the Spring of 2010 a few children were administered the SAT in small grade level groups under untimed conditions. This was consistent with their needs as identified by their diagnosed exceptionalities. Those children's scores were not included in the class data but are reported as "alternatively assessed." (Many children with diagnosed needs took the SAT under prescribed conditions, however, and were reported with their respective grade levels.)

In Grade 2, eleven special needs children were tested in two small groups. The Reading outcome for these children was the 49th percentile compared to the 80th percentile of their classmates. These children have been identified as "high risk" and are working with their teachers to remediate their identified needs. Four of the group is being served daily by the Learning Differences specialist, benefitting from the Orton-Gillingham approach to reading. Six children are in heterogeneous class groupings, using the Harcourt Trophies series and receiving remedial help from their teachers.

In Grade 4, fifteen students with diagnosed needs were tested separately in three smaller groups. The Mathematics scores for this group placed them at the 78th percentile in comparison to the 88th percentile of their classmates. Teachers have been alerted to the special needs of the students and are working diligently to re-teach the needed concepts. Use of personal white boards, SMART board lessons, games and encouragement are amply given.

A Student Support Team (SST) has been formed to develop plans and to track the progress of each child in these groups and of others who scored below the 50th percentile for either Reading or Math. The team is made up of the School Counselor, the Principal or Assistant Principal, the classroom teacher and the Learning Differences teacher. Subtest performances are studied and prescriptive teaching is identified for each one. Classroom teachers participate in both goal setting and parent conferencing. The SST supports the teacher by brainstorming strategies to use with each child, writing a plan and providing any needed materials for instruction. Follow-up is given at the end of each quarter with a review of each child's report card and communication with his teacher. Administrators are fully vested in this intervention program, routinely participating in parent teacher conferences and SST meetings, reviewing report cards and celebrating each child's successes.

2. Using Assessment Results:

The Stanford Achievement Test provides information that helps teachers and students chart goals and celebrate achievement. Savannah Christian Lower School gives the SAT in late spring and receives the results before the close of the school year. Individual test profiles, the class report and the grade level profile are given to each teacher for review and planning for the coming year. Teachers use test results to identify strengths and weaknesses for their grade level.

An intentional analysis of results is made by the administration, identifying the areas of greatest strength and the areas of greatest need for each grade level. That information is given to teachers so that they can identify ways of strengthening the areas where achievement lagged. Teachers also give scrutiny to the test profile of each child, using the item analysis that the SAT provides. These data are used for instructional planning, for selecting materials and for conferencing.

Early in the year, administrators use a CD of test scores to identify students who scored below the 50th percentile in "Total Reading" and/or "Total Math." Below average performance in other subtests is also noted. Follow-up is made with teachers to verify which children would benefit from intervention. If a child evidences weakness in one or more areas, an action plan is made, a parent conference is held and strategies are identified for providing support. Following the conference, the child's progress is carefully monitored. A revision of plans will occur as needed to improve the child's performance.

For children with more serious learning deficits, parents and teachers collaborate, exploring options for instruction by targeting the areas of need. A valuable service, provided by the Lower School, is the Learning Differences class. Forty-five minutes of daily instruction is given to individual children and small groups by a teacher certified to teach Exceptional Children. The strategy used is to identify their undeveloped skills and special learning needs, to chart goals and to provide daily instruction in the deficient area (typically Reading or Math). Significant gains have been observed for the children who receive this valuable intervention. All of these strategies are supported by the use of Stanford Achievement Test assessment data.

3. Communicating Assessment Results:

Communication of a student's progress is second in importance only to the nurturing learning environment itself. Parents are given a test profile of the spring administration of the SAT in their child's final report card. An accompanying letter provides guidelines for interpretation of test data and encourages parents to commend their child on the positive aspects of his or her performance. If parents desire further interpretation of the test data, they may request a conference during the summer or early fall. In the Lower School, parent conferences are held early in the new school year so that relationships may be built and goals may be identified for each child. Review of the SAT profile provides concrete data that assist in charting those achievement goals.

The school communicates information about student performance to children and their parents in many other ways as well. Graded student work is sent home daily or weekly, providing feedback on the child's successes. The parents of youngsters in Grades 1 through 5 may access their child's grades online on a

24/7 basis, noting performance on homework as well as on tests, quizzes and in-class assignments. NetClassroom is an internet-based program that permits this continuous, “live” view of each child’s performance. Teachers update their web pages weekly, giving parents an overview of the class topics and special upcoming events. Academic feedback is also given to parents on mid-term reports. Report cards are sent home every nine weeks, with personal comments written by the teacher and an administrator’s review of each child’s progress.

Student successes are shared by positive parent phone calls to work or home, “Proud Parent” cards reporting notable achievements, a monthly school newsletter and Honors Assemblies held each quarter. Parents are invited to support their children as they receive parchment certificates and a bumper sticker that states, “My child is an HONOR student at Savannah Christian Preparatory School.” Approximately 70% of the students in Grades 3-5 are recognized for achieving honors each quarter.

The community receives information about SCPS children’s test performance and many achievements through the school website (www.savecps.com). The Savannah Morning News publishes the list of Honors recipients quarterly and descriptive data are provided to the community in enrollment packets for prospective parents.

4. Sharing Success:

The faculty of SCPS Lower School has had numerous opportunities to share lessons learned in formal presentations at professional conferences and informally with colleagues at other schools in the Savannah community.

The SCPS music teacher has presented to the Coastal Empire Orff Chapter during the spring professional development workshops in 2005, 2006, 2007, 2008 and 2009. Each year’s workshop included presentations of Orff lessons and music instruction. The topics have included movement, vocal and instrumental instruction and music theory. As part of the Coastal Empire Orff Chapter, the Lower School music teacher has also presented an Orff music lesson on rhythm to the Savannah-Chatham County Public School music teachers at a staff development in-service in October 2007.

A team consisting of four 3rd grade faculty members and the technology specialist presented at a technology conference at Armstrong Atlantic State University several years ago. The team presented an instructional unit on “Famous Americans.” They shared the students’ use of the Big 6 Research Method and their creation of multi-media presentations.

With SMART Board technology in all Lower School classrooms, the faculty is very excited about sharing various instructional techniques they have found useful in incorporating that technology into the curricula. By invitation, two presentations were made to the faculty of another private school in the area within the past year. The PTA of another school sought information from SCPS in their quest to provide SMART Board technology for their students.

The Education Departments of Georgia Southern University and Armstrong Atlantic State University have used the Lower School of SCPS as a resource for their students, and Savannah Christian has welcomed education majors as both interns and student participants in school classrooms.

The Lower School has made a concerted effort to “connect” with other private and public schools within the community during the past two years. Administrators and teachers have visited 25 area schools and offered reciprocal classroom visits to the administrators and teachers of those schools in return. SCPS believes that “Best Practices” should be shared and that educators should model lifelong learning.

1. Curriculum:

The curriculum of Savannah Christian Lower School has been shaped by the desire to give all students a foundation that will allow them to achieve their greatest potential in life. Whether a child experiences the challenge of a learning disability or is a gifted learner, the Lower School's goal is to find curricula that will be within his grasp yet will stretch his conceptual and skill base.

Reading and Mathematics are delivered in effective ways across the Lower School, by using a wide variety of materials and activities that engage children in learning. Concepts are taught through an interactive SMART board in every classroom, the endless resources of the Internet and the incomparable use of engaging, direct instruction. Children's attention is "caught" and they are taught by gifted teachers who use personal white boards to elicit the involvement of the learner and give immediate feedback to the teacher, by hands-on manipulatives in Math and by projects that expand the study of excellent children's literature in Reading. The content of both Reading and Mathematics will be described in forthcoming narratives.

The **Language Arts** encompass writing, grammar and spelling. A plethora of Language resources are used across the grades, including Harcourt's Trophies core curriculum in grades 1 – 3 and ABeka Language in Grades 4 - 5. In addition, the Lower School Writing Committee has developed a comprehensive plan that identifies the skills to be taught each month at every grade-level. The scope and sequence defines when needed skills are introduced, practiced and mastered. The Writing Committee has designed a rubric for each grade to assist teachers in uniformity of content and assessment. Spelling provides individualized attention to those ready to go beyond the textbook. A group of above grade-level words is provided weekly for those who are ready for the challenge.

Science and Social Studies build an invaluable conceptual foundation for students' understanding of the world around them. Elementary curriculum involves the use of textbooks published by Harcourt and is brought to life by projects, speakers, field-trips and hands-on experiments that enhance textbook presentations. The third graders expand their Life Science study by spending a day at the Jacksonville Zoo. Fourth graders learn American History first-hand when they spend a day touring Charleston, South Carolina. Fifth grade students culminate their study of the sciences each year by taking a three-day trip to Jekyll Island, where they engage in an ecological study of that environment.

The PreK-Grade 4 **Spanish** program focuses on creating enthusiasm for language learning while developing fundamental vocabulary and grammatical skills. Weekly instruction in the early grades centers on building everyday vocabulary while Grade 4 is introduced to grammatical concepts. The ultimate goal of the program is to provide the means to embrace a diverse community and assist with career choices in a changing world. Students in Grade 5 receive weekly instruction in **Latin**, a foundational course that is complemented by a classroom Spelling program featuring Latin derivatives and advanced vocabulary study.

Bible is an essential part of the SCPS program. Using the Positive Action Bible Curriculum, a certified teacher shares God's Word with students weekly. Old and New Testament stories are told using the SMART board and a weekly Bible verse is introduced. One special tradition involves each fifth grade student designing a felt banner that illustrates an attribute of God. These are presented in a chapel program and are then displayed in the hallway by their homerooms for the remainder of the year.

The **Fine Arts** complement core academic subjects. **Art** is a weekly treat, with the work of many children recognized by the Savannah Morning News, local poster contests and the school's annual Reflections Art Show. "Artsonia" posts students' accomplishments online, giving parents the opportunity to order stationery and other products featuring children's artwork. All Lower School children have **Music**, with

Grade 5 having **Band** or **Chorus** twice weekly. Children are given performing opportunities through chapel programs, Grandparents' Day programs, concerts and an annual school Broadway musical production that includes 3rd-12th grades. This year's downtown Savannah theater presentation, "Willy Wonka and the Chocolate Factory," includes 28 Lower School students.

Physical Education is deemed essential to the development of our children, evidenced by twice weekly PE classes for K – Grade 5. Two teachers deliver a well-balanced program, emphasizing movement, fitness, basic sport skills for the older grades and personal wellness. The food pyramid and nutrition are included in the curriculum. SCPS participates in the President's Physical Fitness program with nearly 70 children receiving awards last spring. Jump Rope for Heart is a much anticipated event each year, with most children participating. PE teacher, Dewey Hooper, was recently named JRFH Coordinator of the Year for the State of Georgia.

2. Reading/English:

Reading acceleration begins at Savannah Christian Lower School in Pre-Kindergarten. The advanced ABeka phonics program becomes child's play in the hands of an outstanding teacher. SCPS teachers chose this curriculum because of its exceptional phonics program. Four year olds quickly learn letter sounds and are easily able to sound out words during Pre-K. Children in Kindergarten are often reading by Christmas and move to first grade curriculum before the end of the year. For the child who experiences a delay in gaining reading skills, a full-time assistant is available to provide tutorial help within the school day.

Children in Grades 1 and 2 use Harcourt's Trophies, a series that combines all of the Language Arts. Grades 3-5 desired a more challenging reading program and have designed one that uses novels as its basic content. This approach has given children the opportunity to enjoy award-winning literature and to gain above grade-level reading skills. Students' lexiles are identified, using the Stanford Achievement Test and the Scholastic Reading Inventory. Those with the highest lexile levels are placed in an Accelerated Reading class where books are selected to correspond with their instructional level. Higher level thinking skills (Bloom's Taxonomy) are expected and advanced activities are utilized. Other groups are also identified and challenged with novels appropriate to their lexile levels. Reading comprehension is promoted by the use of high interest novels and supplemental materials chosen to strengthen comprehension skills.

All readers are challenged to excel using the Reading Counts Program provided by the Media Center. The school's collection of 21,370 books, each coded by lexile level, helps children find just the "right" book. They earn points by taking a computer-generated comprehension test after completing each book. It is not uncommon to see all 11 library computers in use each morning. Students who earn 250 points are presented with a certificate before the student body and become eligible for a school "Sleepover" in May, a coveted privilege.

For the child who experiences a delay in gaining reading skills, the Lower School offers a pull-out Learning Differences class where individual or small group instruction can be given. A certified teacher provides specialized instruction, based on diagnosis of the need and consultation with parents and teachers. Children in that program "graduate" after gaining needed skills and successfully re-enter the classroom setting.

3. Mathematics:

The mathematics curriculum at SCPS uses the Georgia Performance Standards for Mathematics as a baseline guide in curriculum planning. The textbook series, Scott Foresman–Addison Wesley Mathematics 2006, includes the Georgia Performance Standards. In addition to using manipulative kits and workbooks that accompany the textbooks, the teachers use many online resources to provide students with remediation and enrichment opportunities.

The interactive SMART board, tens blocks, tangrams and geocubes are some of the tools used in mathematics instruction. Cooking is another tactile activity often included.

PearsonSuccessNet offers students a digital copy of their textbook. Teachers may also use PearsonSuccessNet to provide remedial assignments to individual students. Students may log on to the site for games and enrichment activities that relate to the concepts taught daily in class. Other online resources that are used in SCPS classrooms include Firstinmath.com, Kidsbank.com, Mathfactcafe.com, Sheppardsoftware.com and Graph Club.com. Many of these online programs provide interactive games that allow students to work independently on skills.

The faculty addresses the needs of students who perform below grade level by offering after school mathematics study groups, individual tutoring before and after school and pull-out mathematics instruction for students who qualify for the services of the Learning Differences teacher. In the Learning Differences classroom, the specialist uses a variety of tactile mathematics activities and small-group instruction. For some of the students in the Learning Differences program, the Saxon mathematics series is used for instruction. Small-group instruction is also used to review math concepts in the pre-kindergarten and kindergarten classes.

In class, students with different mathematics abilities are grouped to work together on problem solving. The Problem of the Day is a tool that is also used to further develop students' problem solving skills. In the first and second grades, students are encouraged to participate in the Math Superstars program, sponsored by the Parent Teacher Fellowship (PTF). Weekly, students are given Math Superstars worksheets that consist of word problems that sharpen the students' critical thinking skills and reinforce previously taught mathematics concepts.

The Lower School has used the Scott Foresman Mathematics series for three years, and students' mathematics scores have shown measurable gains. With the use of SMART board technology, online resources, manipulatives, small-group instruction and study groups, the students receive an individually appropriate level of challenging mathematics instruction.

4. Additional Curriculum Area:

The SCPS Lower School helps "develop the whole person to the glory of God" through an integrated Instructional Technology Program. Technology is utilized to deliver or enhance instruction in virtually every subject taught in Lower School.

Classroom teachers use technology to motivate, captivate, and instruct their students. Every classroom is equipped with a recently updated workstation connected to a printer, a ceiling mounted LCD projector, a SMART interactive white board, the school network and the Internet. Instructionally, teachers utilize a plethora of online resources. PearsonSuccessNet is used to assist the child who needs remedial assistance or acceleration in Math. In addition to TheLearningSite, a complement to Harcourt's reading program, all Lower School readers take digital quizzes to verify their comprehension of books read for Reading Counts, a program that supports fledgling readers as well as those reading above grade level. SCPS subscribes to BrainPop, EducationCity, and OneMoreStory, resources that supplement many subject areas at every grade level. EnchantedLearning, UnitedStreaming, FactMonster and BooksofVirtue are examples of free online tools used in daily instruction. Ongoing professional development and a teacher resource blog support faculty use of technology.

By the time students exit Lower School, they should have the knowledge of how to use technology to learn instead of just learning how to use technology. The program is led by a master teacher who designed a comprehensive curriculum using the National Educational Technology Standards. Her leadership makes possible a skills-based Scope and Sequence whereby all students, at all grade levels, master developmentally essential technology skills. Children in fourth and fifth grades receive daily keyboard instruction for a month, a step in fulfilling the goal of using technology to learn. Bloom's Digital Taxonomy is consulted regularly to provide focus on higher level thinking skills. The Lower

School Technology Program ensures that skills are taught purposefully using the classroom curricula as content. Graphs created in Excel or GraphClub are designed by students showing real data collected through student surveys. Research projects, autobiographies, and book reports are written utilizing developmentally appropriate research tools and desktop publishing applications with near-professional quality. For example, third grade students recently produced a PowerPoint slide show on the solar system. Project based instruction provides students with a reason for learning technology skills as well as a real world product. At SCPS, technology is used to enhance and customize instruction, equipping students to be proficient in this digital generation.

5. Instructional Methods:

Effective teachers teach children, not textbooks or facts. The teachers of SCPS utilize a large arsenal of methodologies to engage and teach youngsters who have widely differing needs.

Instruction within the Lower School is differentiated in a variety of ways. For example, two years ago teachers at each grade level studied test scores and identified criteria to determine which children were ready for accelerated curricula in Phonics and Reading. Teachers designed the program, chose the materials and initiated instruction. In the process, they realized it was also important to meet the needs of struggling readers, and identify materials and strategies for those students as well. In pre-kindergarten, differentiated instruction may have a teacher using sand trays to review consonant sounds with one group while the assistant uses flashcards to review consonant-vowel-consonant words with an accelerated group. In fifth grade, one group may be reading Ramona the Brave (lexile 820) while others are reading and discussing the symbolism they find in The Lion, the Witch and the Wardrobe (lexile 940).

To assist in assessing needs, several tests are used at SCPS in addition to the SAT. The Slingerland is administered early in second grade to determine which children are likely to experience difficulty with language arts. The Gesell Developmental Observation is individually given to assess children who seem to be experiencing developmental delays. The Brigance is given by the Learning Differences teacher, helping her to identify missing skills so that remediation can begin.

Modifications often used within the Lower School setting include the following:

- Assignments are shortened, amended or supplemented.
- More time is given for completion of assignments.
- Teachers provide weekly tutorial time, at no cost.
- Preferential seating is given.
- Peer tutoring is provided.
- The child's Assignment Book is checked daily by the teacher for accuracy.
- Individual charts are used to record children's success in a challenging subject.
- Textbooks are kept at home for the child who needs them.

Instruction is supported with enrichment or remedial materials. The Orton-Gillingham materials are deemed invaluable by the Learning Differences specialist. Software that can be geared to the child's instructional level is a valuable tool and is available in every classroom. The art of teaching lies in our ability to understand the child and his needs, helping him achieve success.

6. Professional Development:

The SCPS faculty and staff are given many opportunities to gain professional development. The school has generously provided financial support for tuition reimbursement to those seeking advanced degrees. It has also provided substitutes and covered registration costs for professional conferences and workshops. On-site seminars, peer observations and visits to other schools have been a part of an on-going quest to gain new ideas. The needs of students and interests of faculty are considered when planning professional development opportunities.

Many Lower School faculty members have attended professional development conferences and workshops, such as the Georgia Education Technology Conference, the American Orff-Schulwerk Association Conference, the Georgia School Counselors Association Conference, the Gesell Institute of Human Development workshops and the Orton-Gillingham Institute for Multi-Sensory Education. On-site, the faculty has received training in Curriculum Mapping and is currently mapping the Language Arts, Foreign Language and Mathematics curricula.

As a Christian school, character education is embedded in all classes. Hence, faculty members have received professional development units for the completion of the course, "Character Education: Having Values with a Worldview."

Since placing interactive white boards and LCD projectors in every classroom, there has been a concerted effort to provide technology-related staff development. The faculty and paraprofessional staff have received SMART Board Interactive White Board Training. Teachers have also received on-site training in the use of Thinkfinity, United Streaming, Beginner Excel, and Google Apps. This training has enhanced the use of technology in every class and in instructional planning.

To better meet the needs of all students, several faculty members have received professional learning units in courses such as "Differentiation through Flexible Grouping," "Teaching Gifted," "Students with Learning Difficulties in the Regular Classroom" and "Introduction to the Exceptional Child." Professional development gained from this coursework has resulted in the use of new instructional strategies and greater use of small-group instruction.

Peer observations and visits to other schools in the community have allowed the faculty to learn from one another, observing their colleagues' best practices in action. These observations prompted the planning of an on-site professional development day, where faculty members presented seminars for their peers.

"Developing the whole person to the glory of God" is the mission of SCPS. The professional development of the faculty both on- and off-site is aligned with the rigorous standards of a college preparatory school.

7. School Leadership:

Leadership carries with it the weight of great responsibility and infinite potential – done well it will shape lives and impact eternity. The Lower School principal sees her role as that of a servant leader and teacher, guiding the instructional program and advocating for children. Her quest, on their behalf, is the passionate pursuit of excellence.

Guiding philosophies that help to shape the school environment are underscored, as follows.

Children are a gift from God, born with unique and infinite potential. They deserve our best efforts to help them develop their gifts. Lower School acceptance *policy* is based on the sole consideration of whether a child has the potential to be successful within the program. Children with learning disabilities, Tourettes Syndrome, ADHD, cerebral palsy and autism are a part of the student body. The Learning Differences *program* provides academic support for those who need it. However, early in the year accommodations are identified that help classroom teachers maximize the learning of these children, making it possible for most children to thrive within the regular classroom. Special learning needs are supported with materials (*resources*) suited to that child.

Minutes in the school day are more valuable than drops of gold. They should be used well and to the fullest. The SCPS *policy* is to begin the school day on time, designing lesson plans that prioritize instruction. If random minutes of wait time occur during the day, they are used for practice, such as review of vocabulary definitions (*program*). Satellite clocks (*resources*) throughout both campuses help to coordinate the schedule.

Parents are a vital part of the educational team. They should be included in planning and become partners with the school. The SCPS *policy* is to invite parents to conference early in the year so that *relationships* may be built and goals for their child may be identified. Parental support at home and more than 200 volunteers are a tremendous asset to the academic *program*.

Encouragement is more powerful than criticism. Lower School *policy* is to emphasize the positive whenever possible. Parents are phoned with “good news” about their child early in the year (*relationships*). Encouraging remarks are written on each child’s report card by the teacher and an administrator. The Principal’s Praise *program* is a happy way for children to share their successes and receive a pencil (*resource*) that says, “My Principal is PROUD of ME!”

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Independent

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6998</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>
K	1st	2nd	3rd	4th	5th
<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>	<u>\$7098</u>
6th	7th	8th	9th	10th	11th
<u>\$7098</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7705

5. What is the average financial aid per student? \$581

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 34%

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 1 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	89	82	88	86	79
Number of students tested	80	108	94	88	95
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	5				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 1 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	80	71	72	65	71
Number of students tested	80	107	94	88	94
Percent of total students tested	94	99	100	100	99
Number of students alternatively assessed	5				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	81	72	76	76	72
Number of students tested	84	86	104	91	109
Percent of total students tested	88	100	100	100	100
Number of students alternatively assessed	11				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Students With Disabilities					
Average Score	72				
Number of students tested	11				
NOTES: 11 students were alternatively assessed in two groups using the SAT. 8 had diagnosed attention issues (ADD, ADHD). 3 had an identified Learning Disability. Both groups of children were given additional time and assistance as permitted by Harcourt, the publisher of the SAT.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Stanford Achievement Test Series, Tenth Edition

Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	80	66	71	72	69
Number of students tested	84	86	104	91	109
Percent of total students tested	88	100	100	100	100
Number of students alternatively assessed	11				
Percent of students alternatively assessed	12				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Students With Disabilities					
Average Score	49				
Number of students tested	11				
NOTES: 11 students were alternatively assessed in two groups using the SAT. 8 had diagnosed attention issues (ADD, ADHD). 3 had an identified Learning Disability. Both groups of children were given additional time and assistance as permitted by Harcourt, the publisher of the SAT.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	84	77	78	81	80
Number of students tested	71	101	90	106	88
Percent of total students tested	93	100	100	100	100
Number of students alternatively assessed	5				
Percent of students alternatively assessed	7				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	84	71	76	77	78
Number of students tested	71	101	90	106	88
Percent of total students tested	93	100	100	99	100
Number of students alternatively assessed	5				
Percent of students alternatively assessed	7				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV85

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	88	76	84	83	83
Number of students tested	81	91	107	91	102
Percent of total students tested	84	100	100	99	100
Number of students alternatively assessed	15				
Percent of students alternatively assessed	16				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Students With Disabilities					
Average Score	78				
Number of students tested	15				
NOTES: 15 students were alternatively assessed in three groups. 3 had a diagnosed Learning Disability. 12 had an Other Health Impairment/Attention Deficit Disorder. All received modifications such as small-group testing, extended time and the reading of an unknown word in a non-reading subtest.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	86	74	80	85	84
Number of students tested	81	91	105	92	100
Percent of total students tested	84	100	98	100	98
Number of students alternatively assessed	15				
Percent of students alternatively assessed	16				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6. Students With Disabilities					
Average Score	77				
Number of students tested	15				
NOTES: 15 students were alternatively assessed in three groups. 3 had a diagnosed Learning Disability. 12 had an Other Health Impairment/Attention Deficit Disorder. All received modifications such as small-group testing, extended time and the reading of an unknown word in a non-reading subtest.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	85	73	83	83	81
Number of students tested	76	107	89	104	96
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	4				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV85

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Stanford Achievement Test Series, Tenth Edition
Edition/Publication Year: 2003 Publisher: Pearson Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES					
Average Score	82	70	81	83	81
Number of students tested	76	106	89	104	95
Percent of total students tested	95	99	100	100	99
Number of students alternatively assessed	4				
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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